**Lesson Title:** Location, Location, Location!

**Name of Corresponding Unit:** Our Unique Place (Language Arts)

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How do you learn about a new place?

**Specific Learning Goals for this lesson:**

* Students will know:
* The five themes of geography are place, location, human-environment interaction, movement, and region. The focus of this lesson is *location.*
* Students will understand:
* Every place has certain characteristics.
* Studying places unfamiliar to us provide us with knowledge about the world with which we will be interacting.
* Students will be able to:
* Identify the second theme of geography: location.

**Lesson Overview:**

In this lesson, the teacher will introduce the topic of location using the responses on the Ticket to Leave from the previous lesson. Using Google Earth, the students will find a few of these places on the map. The students will then receive their task for the day. The task is to find a news article that looks interesting, and answer the questions in their journals. This will also be an introduction to weekly current events expectations and the world map that will track our progress. The students will travel to the library for an orientation on how to find news articles on the database. The students will continue their work

**Description & Sequence:**

1. As a class using Google Earth, find the latitude and longitude of places written about on the Ticket to Leave from the previous day.
2. Pass out instructions for the task of the day. Students will be reading a news article and must find the latitude and longitude of the event that took place. They must also answer a few other questions about the article, as well as ask a few questions themselves.
   1. At this time, the teacher may also introduce this activity ask the skeleton of current events that students will be expected to do once a week.
3. Go to the library and listen to orientation on article database.
4. Allow students the rest of the period to search for and read an article. Students can finish the questions at home if need be.
5. Consolidation at the end of the class: The teacher will give the latitude and longitude of a major event. Students must find the location and do a quick search on Google or on the articles database for the event. Students can either write their findings on another Ticket to Leave, or it could be a race to see who can find the news event first.

**Pre-Assessment:**

There are two in this lesson: the opening activity of finding places on Google Earth is to assess student’s knowledge of longitude and latitude, as well as Google Earth. The second pre-assessment is reading articles of the student’s choosing. This activity will provide the teacher with basic knowledge of their reading level and comprehension. This will inform differentiation of current event assignments in the future.

**Formative Assessment(s):**

The consolidation at the end of the day is an informal check to make sure students can find a location when given a longitude and latitude, and also put that location in a little bit of context.

How will you **Differentiate Instruction** for various learners? (Consider content, process, and product)

If the teacher has prior knowledge of the students, the teacher may find some articles already at the appropriate reading level. Also, students who may want to listen to the article while they are following along may use NPR.org as a source, as well as a database to insure articles that can be delivered in an auditory way.

Students may complete the task in any way they choose – hand written, typed and printed, emailed, or shared through GoogleDocs.

**Student-centered learning:**

*Experiential Learning* - Students will be practicing using Google Earth to find longitude and latitude at the start of class.

*Student Choice* - Students may choose the articles they want to read based on their own interest. They may also submit the final product in whichever way they choose.

*Challenge* – The teacher may help students find articles that are challenging, but not to difficult for the level of reading of each student.

**Inquiry-based learning:** Students will practice asking questions: One part of the exercise is to come up with questions about the article they either didn’t understand, want to know more about, or to expose journalistic holes in the article.

**Materials:**

Smartboard and laptop with GoogleEarth

Longitude and Latitude worksheet with instructions (Adapted from *Teaching the 5 Themes of Geography* by Bonnie Dill

Index cards (optional)

**Resources:**[www.npr.org](http://www.npr.org)

Online article database (such as Infotrac)

*Teaching the 5 Themes of Geography* by Bonnie Dill

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:10** Students show understanding of past, present and future time by  
- Identifying the beginning, middle, and end of an historical narrative or story

**R7: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by…**  
-Organizing information to show understanding (e.g., representing main/central ideas or details within text  through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

21st Century Skills including Technology:

Google Earth

Google Docs (optional)  
Infotrac

File Attachments:

Linking News with Latitude and Longitude - Worksheet